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UNIVERSITY MISSION STATEMENT

Fairleigh Dickinson University is a center of academic excellence dedicated to the preparation of world citizens through global education. The University strives to provide students with the multi-disciplinary, intercultural, and ethical understandings necessary to participate, lead, and prosper in the global marketplace of ideas, commerce, and culture.

SOE MISSION STATEMENT

The mission of the School of Education at Fairleigh Dickinson University is to foster a diverse community of effective, professional educators who are caring, competent, reflective, ethical leaders committed to advancing student learning and achievement, developing scholarship, and promoting democratic ideals in our global society.
SECTION 1 - GENERAL POLICIES AND PROCEDURES

1.1 TRANSFER OF CREDITS

A student may request, in writing, to transfer up to nine (9) credits from an accredited institution. The request must contain the course name, description, institutional name and description, number of credits requested for transfer, and a rationale why this course meets program requirements. Credits from a completed degree cannot be counted toward a second degree. Once admitted into the program, it is required that any course is pre-approved by the student’s advisor prior to taking the course. In general, no substitutions will be granted for any course required for an approved certification or license program by the New Jersey Department of Education. If a student has previously taken a course whose title and content is parallel with the required course, the advisor may make a recommendation to the Director of the Program for acceptance of the credits. Once the course has been approved, upon completion of the course the student must submit the following documentation to the advisor to complete the transfer of credits: a written statement stating which course(es) are requested for transfer, the course description, the course syllabus (if available), and the official transcript of the course that was taken. This documentation should be presented to the Advisor for review who will then submit it to the Director of the Program for approval. The Advisor will then forward the request to Enrollment Services and follow-up to ensure that the transfer credits are on the student’s transcript.

1.2 BOOKSTORE ORDERS

Faculty members order all books from the bookstore on the designated campus by filling out the bookstore order from within the required deadline set by the bookstore. All instructors of offsite courses should ask their students to order books on-line from our bookstore. Program directors or designated faculty members will order books for all adjuncts teaching sections of this course. As soon as the books have been ordered, program directors will work with a designated assistant to obtain a desk copy of the book for the instructor of each section being taught. If a desk copy is not available, the School of Education will purchase a copy of the book for the instructors.

1.3 FACULTY RECRUITMENT AND APPOINTMENT
After the director of the School of Education obtains permission to hire a new faculty member from the dean, a search and screen committee will be set up. The director will appoint a faculty member to chair this committee and the chair will then ask other faculty members to be on this committee. The chair will help the director to develop an advertisement and if necessary, a job description. The director will receive all applications for the position and have them available for review. The chair and his/her committee will screen the applications and choose the candidates who should come in for an initial interview. The chair will set up dates for the interview and contact all selected candidates. The chair and the committee will develop questions to ask the candidate and the chair will have the candidate’s vitae copied for each member. Candidates will be selected based on criteria identified in the job description. On the day of the interview, the chair will have the appropriate forms available for each committee member to fill in after each interview. Every member of the search committee is expected to attend all scheduled interviews with candidates. After reviewing the initial selection of candidates, the chair and committee will decide on the final candidates (usually 2 or 3), and request that they come back for a presentation. The format of the presentation will be decided by the committee, usually being a review of the candidate’s research or a lesson that the candidate will present. The chair will request teaching evaluations from each of the final candidates, if available, and the committee will call the candidate’s list of recommendations prior to the final presentation. After the presentation, the candidate will be invited to meet the Dean. When all presentations are complete, the committee will meet and decide which candidate to recommend. This recommendation will be presented to the director of the School of Education by the chair, who will then confer with the director. If there is a disagreement, the Chair and director will go back to the committee to resolve differences. The final candidate will be presented to the Dean for approval

1.4 POLICY FOR HIRING OF PART-TIME FACULTY

1. The Program Director must obtain the resume or vita from the potential part-time faculty member and ensure that he/she has the appropriate background to teach the class. A master’s degree is required; a doctorate is preferred.
2. The Program Director should obtain proof of the part-time faculty member’s credentials. This could be through a transcript or copy of the diploma. It is preferable to get a copy of the transcript(s).

3. The Program Director should search for the part-time faculty’s name to ensure professional integrity.

4. The Program Director should write a short memo to the Director of the SOE stating who the part-time faculty member is, what course he/she will be teaching, and verifying that the part-time faculty member is qualified to teach the course.

5. The resume and memo is then handed in to the Director of the SOE. This information is then forwarded to the Assistant to the Director, who will create a Personnel Information Notification (PIN) form. The Director of the SOE will sign this and a package will be sent forward to Human Resources. The Assistant to the Director will follow up with the part-time faculty member to ensure all paperwork is completed in a timely fashion.

6. The Program Director will contact the part-time faculty member and ensure that he/she has the syllabus, rubrics, and performance standards. The Program Director will work closely with the part-time faculty member to ensure that he/she knows all the policies of the SOE and the necessary information to teach the course.

7. The Program Director will inform the part-time faculty member that he/she may be observed at some point during the semester and that his/her continued employment with FDU will depend on positive evaluations from the students

1.5 PART-TIME FACULTY REVIEW POLICY

Adjuncts are reviewed every semester using the FDU Faculty Evaluation form given out to students in every class. When the evaluations are returned to the Directors Office, the following procedure takes place:

- The Director of the SOE carefully looks over all reviews and notes those that are significantly below the college mean.
- Program Directors are notified to review their respective adjuncts.
• Program Directors review the evaluations of all adjuncts teaching in their program.
• The SOE Director will mention those adjuncts who had questionable reviews and discuss alternatives with the Program Director: additional support from the program director, observations and feedback from another faculty member, not using that adjunct again.
• The Program Director and Director of the SOE make a decision with regard to continuation of the adjunct.
• A copy of the evaluation is sent to the adjunct and one copy is placed into the adjunct’s file.

1.6 RECOMMENDED GRADING POLICY FOR SOE

1.61 RECOMMENDED SCHOOL OF EDUCATION GRADING POLICY FOR UNDERGRADUATE COURSES:

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1.62 RECOMMENDED GRADING POLICY FOR GRADUATE COURSES:

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<tr>
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### 1.7 PRAXIS AND PLACEMENT INTO APPRENTICESHIP TEACHING

The placement of each teaching candidate eligible for Apprenticeship Teaching, should be consistent with the Praxis exam he/she passed.

Interpretation: If a teaching candidate has passed the Elementary Education Content Knowledge Praxis, but has not passed a middle school Praxis in a content area, he/she cannot be placed in a middle school and must complete his/her Apprenticeship Teaching in an elementary school. If the candidate passes the middle school Praxis in a content area during Apprenticeship Teaching, the SOE will do its best to procure a second placement in a middle school, but there is no guarantee or promise that this will occur.

### 1.8 CLINICAL EXPERIENCE: PLACEMENT INTO A DIVERSE SCHOOL

All teaching candidates in either the QUEST program or the MAT program following the Apprenticeship Teaching model must, when placement is available, complete at least one of their clinical field experiences in a school located in a district that falls into a lower District Factor Grouping (DFG), or a school that is highly diverse in population.

### 1.9 CLINICAL PLACEMENT & FACULTY SUPERVISION

First certification programs, **QUEST** and **MAT**, contain clinical requirements wherein students are placed by SOE in cooperating public and private schools for part of their training. Occasionally, despite efforts to place students appropriately, there is some reason why a student might not continue in the school where he/she was placed.

#### 1.9.1 REMOVAL FROM CLINICAL PLACEMENT
1) If a candidate is asked **not** to continue placement in a school by the school/district due to incapacity to fulfill teaching or internship responsibilities; ineffectiveness or conduct unbecoming of a teacher or intern; or other just causes, it is the policy of the School of Education (SOE) that:

- The SOE Program Director/Coordinator, the advisor of the candidate and all appropriate parties will be notified via e-mail concerning this matter.
- The SOE Program Director/Coordinator, Director of Field Placement, adviser of the candidate, and all other appropriate parties will meet with the candidate.
- The matter will then be considered by a committee consisting of the Director/Coordinator of the program, the adviser of the candidate, the Director of Field Placement, and at least one member of the administration of the SOE.
- Based on the review of all relevant information, a recommendation will be made to the Director of the SOE as to whether or not the candidate should be allowed to continue the clinical experience and if a new placement will be made. The Office of Field Placement will determine when and where the placement will be made.

If a candidate is asked **not** to continue in a second placement by the school/district due to incapacity to fulfill teaching responsibilities; ineffectiveness or conduct unbecoming of a teacher; or other just causes, it is the policy of the SOE that:

- The candidate will **NOT** be allowed to continue in the clinical experience or take other clinical experiences.
- The SOE Program Director/Coordinator, and the adviser of the candidate will be notified by e-mail.
- The SOE Program Director/Coordinator, Director of Field Placement, adviser of the candidate, and all other appropriate parties will meet with the candidate. The candidate may request to have a representative present.
- The matter will be considered by a committee consisting of the Director/Coordinator of the program, the adviser of the candidate, the Director of Field Placement, and at least one member of the administration of the SOE.
• Based on the review of all relevant information, a recommendation will be made to the Director of the SOE as to whether or not the candidate should be allowed to continue in the program.

1.9.2  TUTORING AS PART OF CLINICAL FIELD EXPERIENCE

1.9.2.1 Teaching candidates in the MAT program may:

• Substitute ten hours of tutoring at a local public school within the total of 30 hours required in EDUC6824 Field Experience I.

1.9.2.2 Teaching candidates in the QUEST program may:

• Substitute 15 hours of tutoring at a local public school within the total of 60 hours required for EDUC3403 Field Experience III or EDUC3404 Field Experience IV.

1.9.3  CREDIT HOUR EQUIVALENTS: FACULTY OVERSEEING APPRENTICESHIP TEACHERS

Faculty members receive 1 credit for overseeing 1 student teacher with the added responsibilities for all supervisors as required by TEAC listed below. Supervisor responsibilities and hours devoted to each:

• Meet 7 times with the teaching candidate  14 hours
• Hold 2 conferences (mid-point and final)  4 hours
• Attend orientation session  4 hours
• Meet with cooperating teacher and principal  3 hours
• Fill out CCI and paperwork  3 hours

Total hours:  28 hours (minimum)

1.10  STUDENT REFERRALS TO ACADEMIC REVIEW COMMITTEE

School of Education policy requires all full-time and part-time faculty to carefully assess each student’s performance as it relates to the academic course requirements. Demonstration of the appropriate attitudes and behaviors are required of a prospective educational administrative
professional. Students not meeting the prescribed academic requirements and/or behaviors and attitudes consistent with the standards of the School of Education must be referred to its Academic Review Committee (ARC) for review and appropriate follow-up. All full-time and part-time faculty are therefore required to use the following procedure in all classes:

- The instructor will provide early notification to the Academic Review Committee (ARC) of any student who, based on formal and informal assessment, is demonstrating an inability to meet academic standards, or who otherwise is raising concerns regarding his/her effort and commitment to his/her professional studies and ability to satisfactorily perform the duties of an educational administrative professional.

**NOTE: EARLY NOTIFICATION IS RECOMMENDED, PREFERABLY BY THE EIGHTH WEEK OF THE SEMESTER**

- At the end of the semester, the instructor will refer all students who receive a final grade of “C+” or lower to the ARC for an academic review and appropriate follow up.

- During the semester, the instructor will provide sufficient notification, advisement, support and academic assistance to the student to address noted academic/other problems, which may include direct support provided to the student by the instructor and/or referral to University support services, i.e. the Learning Center, Counseling Center, etc.

**NOTE:** In such cases, it is important that the instructor maintain records and documentation of noted academic/other problems, as well as any conferences, academic tutoring and/or referrals to University support services and relevant correspondence to students. Such documentation will be helpful to: 1) the instructor, should the student appeal a final grade to the ARC; 2) the ARC, in determining if Academic Review is necessary, and 3) the School of Education and University.

**1.11 WRITING POLICY**

Students are expected to complete written assignments at a level commensurate with graduate standards. If the professor identifies a serious problem in this area, the student may be referred
to the Academic Support Center, The Writing Studio, or other resource for assistance. Part of every grade will be affected by the student’s ability to express themselves in their writing.

Faculty should make students aware if their papers will be submitted to a plagiarism-checking resource, such as Safe Assign (located in Blackboard) and follow the official University policy regarding the use of such resources.

Students should be referred to the University's Academic Integrity Policy which may be found at: http://edfolio.fdu.edu/InstructorManual/AcademicIntegrity

1.12 STUDENT ATTENDANCE POLICY

Students are expected to attend all classes. However, two absences will be accepted with the understanding that any class work, assignments, etc. missed are the responsibility of the student. Additional absences will result in a lowering of the grade. If there are three (3) absences, the grade will be lowered by one-half (.5) grade. Four (4) absences will result in the grade being lowered one full grade. Extenuating circumstances such as serious illness, death in the family, and other contingencies will be considered for excuse upon written request by the student prior to the end of the course.

1.13 READMISSION POLICY

Any student who has left either the MAT or QUEST 5th year program for more than two semesters, must be readmitted into the respective program. The program director must write a recommendation for re-admittance, which will be sent to the Associate Dean for approval.

1.13.1MAT

Any teaching candidate who seeks readmission into the MAT program after five years of not taking classes at FDU and who does not have a CEAS or standard teaching certificate, must retake the following required certification courses again:

EDUC6835 Effective Teaching Effective Schools
EDUC6818 Language Development and Literacy I (Elementary Education only)
EDUC6820 Problem-based Strategies for Elementary Mathematics (Elementary Education only)
EDUC6651 Effective Reading Instruction (Secondary Education only)
Appropriate Methods course: EDUC6562, 6566, 6568, or 6570  (Secondary Education only)

EDUC6893 Evaluation and Measurement

If the teaching candidate does have a CEAS or standard teaching certificate, the advisor will meet with the program director and they will make a recommendation to the Director of the School of Education regarding readmission.

1.13.2 QUEST

Any teaching candidate who seeks readmission into the QUEST program after five years of graduation with a BA/BS or after five years of having taken the last graduate class at FDU, and who does not have a CEAS or standard teaching certificate, must retake the following required certification courses again:

- EDUC6835 Effective Teaching Effective Schools
- EDUC6818 Language Development and Literacy I (Elementary Education only)
- EDUC6820 Problem-based Strategies for Elementary Mathematics (Elementary Education only)
- EDUC6651 Effective Reading Instruction (Secondary Education only)
- Appropriate Methods course: EDUC6562, 6566, 6568, or 6570  (Secondary Education only)
- EDUC6893 Evaluation and Measurement

If the teaching candidate does have a CEAS or standard teaching certificate, the advisor will meet with the program director and they will make a recommendation to the Director of the School of Education regarding readmission.

1.14 ONLINE REGISTRATION

Students are expected to register for classes in the School of Education by using the online registration resource Web Advisor. Students must obtain their SOE advisor’s approval by phone or via email in order to register for School of Education courses.

1.15 SYLLABI

The program director provides the syllabi for all of the courses within the School of Education. The model syllabi are posted on the FDU website and should be posted by each instructor on Blackboard with the state approved course title and description as listed by the University Catalog. The course title and the description must remain constant. The syllabi will adhere to
the School of Education format for the organization and include the specific requirements set forth by the School of Education and the University.

For each course, faculty will follow the content outline, standards and major tasks of the approved syllabus. The major designated tasks and course content will remain consistent with the model syllabus. Faculty may adapt up to 20% content unique to their professional research in the discipline and adapt up to 20% of the minor tasks that address the needs of the students in the course, the professor, or an adjustment in the course schedule.

The ability to adapt a 20/20 split of the content and task is a curricular model researched and used by states, school districts and others as method to have consistency across the curriculum while still allowing for new ideas, information, and current events in the discipline to be included in a course.

1.16 POLICY ON COLLECTING STUDENT WORK FOR TEAC ACCREDITATION

The School of Education may allow TEAC representatives to review student work without students’ consent so that TEAC representatives may verify that students are meeting curricular requirements and that the SOE is meeting its stated claims. These student work samples will be maintained in locked files in a separate document room devoted exclusively to storing and organizing documents required for TEAC accreditation. However, the SOE must maintain a record of each TEAC request for access to student work product. This record must state the names of the students whose work is being reviewed by TEAC and a statement of TEAC’s legitimate interest for reviewing student work. TEAC must also agree that it will not disclose identifiable student work products to any other party without student consent. It is also recommended that SOE students are informed that their work may be reviewed by representatives of TEAC. Students who post their work product on their web pages have implicitly waived their rights to confidentiality under FERPA.

1.17 PROBATION POLICY UNIVERSITY COLLEGE

1. If a student’s GPA falls below a 3.0 on average for 9 credits, the student should receive a letter of probation.

2. If a student receives two C grades, that student should be counseled out of the academic program (page 32 Graduate Studies Bulletin)
“Students who receive two or more C grades will be warned, and if evidence of definite improvement in their academic performance does not ensue, they will be asked to withdraw from the graduate study.”

1.18 GRADUATION

Students should be advised to declare for graduation before they sign up for their final semester. The declaration will generate an academic review form with an attached transcript from Enrollment Services. All transcripts must be reviewed, and program directors must endorse the academic review form.

1.19 PROGRAMS

The School of Education has a variety of programs that follow. Each section goes according to program and explains the specific policies and procedures for each. See figure 1.1 for a breakdown of the education department by program.
SECTION 2 QUEST PROGRAM

2.1 DESCRIPTION

The QUEST Program has received widespread recognition for its five-year combined degree design. This unique program provides students with the opportunity to pursue professional studies for teacher preparation, leading to state teacher licensure, while earning a bachelor's degree in liberal arts or science and a Master of Arts in Teaching (M.A.T) degree.

2.2 PROGRAM HIGHLIGHTS

Through the QUEST Program, students can accomplish the following in five years:

- Earn a bachelor's degree in a liberal arts or science major

- Save time and money by receiving up to 15 dual undergraduate and graduate credits in education and advanced standing for a master's degree

- Obtain state certification in elementary education, grades K to 5, middle school, or secondary education, grades 7-12, in English, Social Studies, Mathematics, Biology, Chemistry, and/or Physical Science, or World Languages

- Increase employment opportunities with second state certification in high-demand specialization areas (special education, world languages, early childhood and English as a Second Language)

2.3 CAREER OPPORTUNITIES

National projections show a need for more than 2 million teachers in the next decade in all grade and subject areas -- particularly in the Northern and Mid-Atlantic regions. The greatest need will be for those teachers with certification in high-demand areas (i.e. special education, world languages, science and mathematics) and those with dual certification (elementary or secondary education certification with a second certificate in areas such as special education, world languages, early childhood, and English as a second language).
Students in the QUEST Program will prepare for careers as classroom teachers with the potential to specialize further as guidance counselors, subject area supervisors, school or district administrators, subject area specialists, or child study team members.

### 2.4 QUEST PUBLIC RELATIONS EFFORTS

- FDU Fall Open House (late October or early November)
- Discover Your Major Day (late October or early November)
- NJEA Convention (early or mid November)
- FDU sneak Peek Day (April)
- FDU Scholar Day (February or April)
- Summer Student Orientation Sessions (June, July, or August)

### 2.5 ADMISSIONS PROCEDURES

#### 2.5.1. NEW INCOMING FRESHMEN STUDENTS

1. Application and standard admissions requirements to FDU must be met
2. A form letter is sent by the FDU admissions department
3. Based upon eligibility for ENGL 1101, student is recommended for or denied placement in EDUC 1108 by Academic Advisement
4. Student meets with QUEST advisor either at orientation session or individually to complete Student Information Form (and writing sample) and review components of program. At this time, students are given a handout as it relates to required course work
5. Student is enrolled in EDUC 1108 (Seminar I)
6. Writing sample: completed on the first day in EDUC 1108
7. Form letter is sent by QUEST
8. Student is entered into Datatel with double coding
2.5.2 SOPHOMORE/JUNIOR/SENIOR AND TRANSFER STUDENTS

1. Student must meet with QUEST Advisor to review transcript(s) and declare major

2. Student is recommended for or denied placement in QUEST program based upon GPA of 3.0 or higher and completion of ENGL 1101. If GPA is lower than 3.0, student may be referred to the learning center

3. Student must complete the Student Information Form and the Writing Sample

4. Student and advisor review program requirements, course requirements and program options for incoming juniors which would include the traditional route or the non-traditional route in which Effective Teaching Effective Schools (EDUC 6835) replaces seminars 1, 2, & 3 and Field Experience I & II (EDUC 2401 and 2402). If non-traditional route is selected, a waiver form must be completed

5. If accepted into the program, the student must obtain and complete a Change of Curriculum Form if needed. The QUEST director submits a Change of Coding Form

6. A form letter is sent to the student and enrollment services. A Change of Status Form is completed by advisor and sent to enrollment services

7. Student enrolls in Seminar I & II or in Effective Teaching Effective Schools

NOTE: Samples of these items can be found in the QUEST Policies and Procedures Manual

NOTE: Students interested in transferring into the QUEST program and its BA/MAT component for juniors and seniors, from other accredited institutions, must first meet FDU regular admissions standards and meet with the designated official in the Admissions Office to determine the status of transfer credits. Students must have “Free Electives” available in order to take courses in the QUEST-BA/MAT Programs
2.6 POLICY ON MATRICULATION INTO QUEST PROGRAM

Students in the QUEST program who have earned 60 college credits must be formally matriculated into the QUEST program by passing the appropriate Praxis and have an appropriate GPA. Without a passing score on the Praxis, students will not be allowed to take more than 9 graduate credits in the School of Education. **Effective: Fall 2011 for incoming Freshmen**

**PROCEDURES TO IMPLEMENT THIS POLICY**

1. Students in the QUEST program who have earned 60 college credits may only take up to nine (9) graduate credits in the School of Education prior to passing the Praxis exam.

2. Students in the elementary QUEST program should take their Elementary Content Knowledge Exam (#10014) by the Spring of their sophomore year. *(This gives the student 2 more semesters to pass in case of problems. It also provides the SOE with an “early warning” system.)*

3. Students in the secondary QUEST program should take their respective Content Knowledge Exam (exams differ by subject) by the Spring of their junior year. Secondary education students are encouraged, but not required, to take the elementary Praxis exam in their sophomore year so that they don’t get held back in their junior or senior year *(Secondary students would only have 3 more opportunities to pass their content knowledge exam and these opportunities would be very close together with little time for extra study or tutoring.)*

4. Students who provide evidence of having passed an appropriate Praxis exam will have their student files labeled “Matriculated”.

5. All students must provide a copy of their passed Praxis exam to receive a grade for EDUC 3404, Field Experience IV.

6. This policy is to become effective for the incoming students September 2011.

2.7 ADVISEMENT PROCEDURES

1. All students should schedule their appointments

2. All students should schedule an appointment at least once each semester
3. For registration purposes, all students should bring copies of a current transcript and check sheet which should be attached to the advisement record

4. All advisement meetings need to be documented. This includes keeping the pink copy of any registration or course change form

5. Phone calls to students should be documented even if the student was not reached and/or if a message was left

6. Copies of all correspondence sent to a student via mail and email should be placed in the student’s file

2.8 ASSORTED ADVISING ISSUES

2.8.1 GPA AND PROBATION

1. QUEST students must maintain a GPA ≥ 3.0 to continue in the QUEST program

2. Students whose GPA falls below a 3.0 but above a 2.75 will be placed on probation for one semester. If the GPA is not brought up to 3.0 or significant progress in that direction is not evidenced, the student will be counseled out of the QUEST program

3. Students whose GPA falls below a 2.75 will be counseled out of QUEST. They may reapply if and when their cumulative GPA reaches 3.0

4. Students who are counseled out of QUEST should also be advised that if they maintain a GPA ≥ 2.75, they may choose to apply directly to the MAT program following their graduation with a BA/BS

5. Students who are placed on probation more than one time without dire, documented emergency circumstances should be counseled out of the program

6. Any exclusion from the QUEST program should be documented. The QUEST director should be notified of all students suspended from or counseled out of the QUEST program
2.8.2 PRAXIS EXAM

1. Students should be advised to take the appropriate Praxis Exam during their second semester as a junior. This allows sufficient time to pass the exam (2-3 semesters) prior to Apprenticeship Teaching.

2. Students who fail a Praxis exam on the first or second administration of the same should be monitored to make sure that they register to take the exam over. This will avoid the pitfalls of approaching Apprenticeship without having passed the exam. They should be advised of tutoring options.

3. By junior year, those students who are Elementary Education candidates should discuss with their advisors the possibilities and advisability for Middle School certification. For some students, this will mean taking 1-2 additional courses in a subject specific field to acquire the requisite 15 credits in a specific subject. These students should also be advised regarding the Middle School Praxis exams.

4. Students who repeatedly fail a secondary level Praxis Exam may be advised to take the Elementary Praxis Exam and the appropriate Middle School Praxis Exam. In this case, student teaching should be done at the middle school level. Such students need to take EDUC 6820 and a course in adolescent psychology.

2.8.3 ADOLESCENT PSYCHOLOGY

1. Students interested in obtaining a middle school endorsement upon their elementary certification should be advised that the State of NJ requires a course in Adolescent Psychology.

2. This requirement may also be met by taking either an undergraduate course or graduate level course (in the 5th year) in Developmental Psychology which states in its course description that “development from conception to death”; “foundations of behavior, beginning with prenatal, through the neonatal and infant periods, to the child and adolescent”; (or similar wording) will be included.
2.9 EDUC 7810 – APPLIED FIELD EXPERIENCE

1. This course is intended for students who need an extra (prequel) semester to complete their Final Project (EDUC 7812). During this course, the student is expected to work on the first two “chapters” of the final project. This is defined as completing a solid problem statement or research question, a history/significance of the topic under study, and a substantial (minimum 5-10 pages) portion of the literature review.

2. Students who do not complete and receive a passing grade (Incomplete is not passing) for EDUC 7810 will not be permitted to take Final Project concurrently with Apprenticeship Teaching without prior approval of the QUEST advisor.

3. Students who take EDUC 7810 and receive an Incomplete must turn in all work by the 3rd week of the next full semester. Those who are unable to complete this work in a timely fashion need to see the professor for the course and file an Incomplete Status Contract* before the 3rd week of the next full semester. Extensions will be given only for extenuating circumstances.

4. Course description: EDUC7810 ASP: Field Experiences 1.00 - 3.00
Guided observation and clinical analysis in an educational setting.

5. Students may not take EDUC 7820 concurrently with or subsequent to EDUC 7812.

2.10 COURSEWORK TAKEN CONCURRENTLY WITH APPRENTICESHIP TEACHING

1. Students are required to take Apprenticeship Teaching Seminar (EDUC 6825) concurrently with Apprenticeship Teaching. In addition to applying
for the Apprenticeship placement, students must register for both EDUC 6575 and EDUC 6825

2. Students should, in general, be advised not to take any courses, other than the required seminar, concurrently with Apprenticeship Teaching. Those who elect to take an additional course may do so only with appropriate advisement and careful selection of that course.

3. In the event that a student elects to take a concurrent course, only one additional course may be taken.

4. Student advisement records must be carefully checked to see that students will have sufficient credits to graduate without overloading the Apprenticeship Teaching semester.

2.11 INCOMPLETES

1. Professors should carefully check their rosters each semester to ascertain which, if any, students still hold Incompletes.

2. Each student with an Incomplete is required to complete an Incomplete Status Contract (See Appendix A) and follow the agreement made with the grading professor. A copy of the contract should be placed in the student’s file. An additional copy of the contract should be sent to the QUEST director to alert him/her to the situation.

3. Students may only have an Incomplete extended for one semester and this may occur only for extenuating circumstances.

4. Students who incur more than one Incomplete in a semester, or who have a pattern of Incompletes should be sent to the QUEST advisor for further counseling.

5. Any student with an Incomplete in Field Experience III and/or IV may not enter into Apprenticeship Teaching.

2.12 FAILED COURSES
1. Students who receive an “F” in an undergraduate course must retake that course during the next cycle (within a year). Students who wish to wait longer than this to repeat a course will be temporarily dropped from the QUEST program until such time as the course is successfully completed and the “F” removed from the undergraduate transcript.

2. The grade of “F” received in a graduate level course is permanent. If the student repeats the course, both the original “F” and the new grade will be averaged into the GPA. The “F” cannot be removed from the transcript.

2.13 LANGUAGE AND LITERACY (AND METHODS) REQUIREMENTS FOR QUEST STUDENTS)

The policy on these course requirements for QUEST candidates who want both elementary and secondary certifications, or those candidates who are switching from elementary to secondary or secondary to elementary is as follows.

1. Elementary candidates (as per current checksheets)
   a. EDUC 6818 (Language and Literacy I)
   b. EDUC 6819 (Language and Literacy II)
   c. EDUC 6820 (Problem Based Strategies in Elementary Math)

2. Secondary candidates (as per current checksheets)
   a. EDUC 6651 (Effective Reading Instruction)
   b. EDUC 65XX (Appropriate secondary methods course for discipline)

3. Secondary candidates who move to elementary (by choice or by necessity)
   a. EDUC 6651 will be accepted in lieu of EDUC 6819
   b. Candidate must take both EDUC 6818 and EDUC 6820

4. Elementary candidates who wish to add a secondary certificate: Appropriate methods course (65XX) must be taken

5. The NJDOE requires child development for elementary education certification and adolescent development for middle school certification. Any teaching candidate who wishes certification in either of these areas must take one course that combines both of these or two separate courses. Advisors can advise candidates accordingly.

Note: The additional literacy courses may be used to fill the graduate elective.
SECTION 3 MASTER OF ARTS IN TEACHING

3.1 DESCRIPTION

The Master of Arts in Teaching (M.A.T.) program is a teacher preparation graduate program for individuals who have a baccalaureate degree in liberal arts or sciences. This program is designed to build upon a sound undergraduate academic foundation, as well as the student’s other educational and work-related experiences, to provide an efficient path to state teacher licensure. The program is rigorous in its curriculum and expectations, yet flexible in its scheduling to meet the needs of the graduate student who typically must balance formal coursework with other demands.

3.2 M.A.T POLICIES AND PROCEDURES

3.2.1 REVIEW OF APPLICATIONS- Applications for admissions into the MAT program shall be reviewed by the director of the MAT program or a designated representative

3.2.2 ADMISSION- Requirements for entry include the following:

a. B.A. or B.S. degree from an accredited institution
b. GPA of 2.75 undergraduate (waived if applicant has a graduate degree)
c. 60 credits of liberal arts or 30 credits in liberal arts major.
d. 6 credits in behavioral sciences* 
e. Two letters of recommendation
f. A personal statement
g. An interview
h. Passing score on the Praxis* See 3.2.3. Students may be accepted into the program with all of the above requirements but may not take more than 9 credits until they pass the Praxis appropriate to their program of study
i. Certification in a world language requires a passing score on the Oral Proficiency Interview (OPI); ESL certification requires
passing scores on the OPI and English Writing Proficiency Test (WPT)

*NOTE: FDU requirement only. For those seeking first or second certification in ESL, this requirement is waived

3.2.3 ADVISEMENT- Every student in the MAT program will be assigned an advisor with whom he/she is to map out his/her initial program of study and with whom to confer as they progress through the program

3.2.4 INITIAL REGISTRATION- After meeting with an advisor, the newly admitted MAT students will complete the paper registration form, submit it to the advisor for a signature and then submit the form to enrollment services

3.2.5 FILE MAINTENANCE- All MAT files are centrally located and secured

3.2.6 RETENTION— Students must maintain a GPA of 3.0 and be in satisfactory standing at the university. Students are expected to complete their MAT courses within five years of admission to the program

3.2.7 READMISSION- For students who have not filed for a leave of absence and who have not completed their MAT requirements due to extenuating circumstances and who are inactive for two semesters, i.e., have not taken a course, may reapply for readmission

3.2.8 ATTENDANCE- For those whose absence is longer than two consecutive semesters with a leave of absence, their case will be referred to the Associate Dean of University College with departmental recommendation. Students may be subject to new requirements in the program when readmitted
3.2.9 MATRICULATION-Students who have been accepted into the program by virtue of having the admission requirements as listed in 2.a. through 2.i. are considered fully matriculated

3.3 CERTIFICATION

3.3.1 PRACTICUM

**Instructional Theory and Practice-6 credits**- students who achieve grade of B- or better will file for certification through the School of Education certification officer upon completion of the certification requirements. Those receiving the grade of B- in Practicum will be required to take an assistantship the following semester. Students who at any point during Practicum are achieving lower than a B- will be discontinued in Practicum at the assigned site and reassigned at a different site. This action may entail assigning an Incomplete for the semester until the Practicum requirements are met in a subsequent semester

3.3.2 APPRENTICESHIP TEACHING

The capstone course for certification for those following the apprenticeship teaching model is student teaching (6 credits and 2 for seminar). Students who complete that experience with at least a B- and who satisfy all other requirements for certification will file for certification through the School of Education Certification Officer. Any student who does not complete student teaching with at least a B- will meet with the field supervisor, the cooperating teacher, and the seminar instructor to discuss how to resolve the deficiencies. A resolution of deficiencies may require additional time as a student teacher. With the satisfactory resolution of those deficiencies, the paperwork may then be submitted to the state by the SOE Certification Officer

3.3.3 APPLICATION FOR CERTIFICATION
The School of Education Certification Officer will distribute applications for certification to those students enrolled in apprenticeship teaching and practicum models. Upon successful completion of the required courses, the certification package can be submitted to the NJ Dept of Education. This is done by the SOE Certification Officer for students in the Apprenticeship Teaching Model. Students in the Practicum Model submit their completed documents directly to the New Jersey Department of Education.

3.3.4 PRE-REQUISITE OR CO-REQUISITE COURSES

EDUC 6835- Effective Teaching/Effective Schools should be the entry course accompanied by Computers as Teachers’ Aid (EDUC 6584) when possible. The rationale for this policy is based on the need for students to acquire the foundation and knowledge base developed in EDUC 6835 for greater understanding of the concepts and strategies introduced and further developed in EDUC 6818 Language Development and Literacy I (for Elementary Education) or EDUC 6651 Effective Reading Instruction (for Secondary Education) and EDUC 6893 Evaluation and Measurement.
SECTION 4 LEARNING DISABILITIES

4.1 TEACHER OF STUDENTS WITH DISABILITIES (TSD)

This 38-credit graduate program is offered for licensed teachers seeking to develop expertise in working with pupils with learning disabilities or other handicapping conditions. It is designed for individuals interested in teaching in inclusive classrooms, resource rooms, self-contained classrooms, or in private practice. Teachers who successfully complete the master’s program will be eligible for certification as Teacher of Students with Disabilities (TSD)

4.1.1 Certification as Teacher of Students with Disabilities

This is a non-degree program for licensed regular classroom teachers who seek to develop expertise in working with students with disabilities in grades K-12. Teachers who successfully complete this 21-credit program will be eligible for certification as Teacher of Students with Disabilities, the license required by the state of New Jersey’s Department of Education for teaching children with disabilities in settings such as inclusive classrooms, resource centers or self contained classrooms

4.2 LEARNING DISABILITIES TEACHER CONSULTANT (LDTC)

This 38-credit master’s degree in learning disabilities is for licensed teachers with experience in special education settings who wish to develop skills for diagnosing learning difficulties and planning instructional programs for pupils from preschool through grades 12. Teachers who successfully complete this program will be eligible for certification as Learning Disabilities Teacher Consultant (LDTC), the certification required by the state of New Jersey’s Department of Education for serving in the LDTC capacity on a Child Study Team

4.2.1 NON-DEGREE LEARNING DISABILITIES TEACHER CONSULTANT CERTIFICATION

This is a non-degree program leading to certification as a Learning Disabilities Consultant (LDTC). It is designed for certified teachers, have a master’s degree and have three years teaching experience, who wish to develop skills for
diagnosing learning difficulties and planning instructional programs for students with learning disabilities. Teachers who successfully complete this 27-30 credit program will be eligible for certification as a Learning Disabilities Teacher Consultant. This license is required by the state of New Jersey for serving in the LDTC capacity on a Child Study Team

4.3 ADMISSION CRITERIA

a. Undergraduate GPA of 3.0 or higher with official copies of transcripts
b. Two letters of recommendation
c. Praxis, GRE, or Miller Analogies Test unless a graduate degree has been completed
d. Courses in the LD program are open to graduate students only.
e. In order to continue beyond 9 credits in the TSD certification program or any other program in the LD dept, a GPA of 3.25 is required. Review of the 9 credits taken as electives in the LD courses will be conducted to assure that a GPA of 3.25 has been achieved before the student will be admitted into the LD program or permitted to continue taking LD courses

NOTE: EDUC 6743 is a required course in the QUEST program; only students in their fifth year are eligible to enroll in EDUC6743. The Director of the LD Program will check the rosters for EDUC6743 prior to the start of classes. Undergraduate students who are listed on the roster will be asked to leave the course. Advisors will be asked to inform the students that they are not eligible to take EDUC6743 until they are graduate students

NOTE: Students who wish to take TSD courses beyond EDUC6743 in conjunction with other courses in the LD program must have a GPA of 3.0 or better and obtain a signature of an LD advisor. If the GPA is less than 3.0, the student can only register for EDUC 6743.

4.3.1 INTERNATIONAL STUDENTS WHO HAVE TAKEN THE TOEFL:
A. Passing score on the TOEFL
B. Demonstration of adequate writing/reading in English
C. Requirements specified in the Graduate Bulletin

4.4 DUAL CERTIFICATION
The M.A.T with dual certification requires the completion of forty-five (45) credits of which twenty-two (22) meet the eligibility requirements for New Jersey teacher certification and twenty-one (21) meet the eligibility requirements for Teacher of Students with Disabilities certification. A 2-credit Final Project is also required to complete the M.A.T

4.4.1 Admission Requirements For MAT students who wish to take any courses in the MA-LD program, a GPA of 3.0 or better is required to register for any courses. (For any MAT students wishing to take coursework in the LD program, an LD advisor must verify their GPA before registration)

NOTE: In order to maintain matriculation in the MAT/LD program students must maintain a GPA of 3.25 or better. (Advisor will review transcripts every 9 credits)

4.5 TRANSFERRING CREDITS
The Learning Disabilities Program has the authority to review transcripts for the LDTC certificate and Teacher of Students with Disabilities Certificate. The department will accept up to, but no more than, the equivalent of 9 credits from another university provided those credits meet the course requirements necessary for the desired certificate and the coursework has been completed within the past 5 years. The 9 credits must be directly related to the coursework in the LD program

Request for transfer of 9 credits from outside FDU will be considered upon admission to the program (credits must have been completed within the past 5 years with a grade of B or better (Graduate Bulletin 2009-2011, page 14). Request for transfer of credits taken outside FDU will not be considered once the student has been accepted into the program. Credits from a completed degree cannot be transferred into another degree.
4.5.1 TRANSFERRING FROM 12 CREDIT PROGRAM TO DYSLEXIA SPECIALIST CERTIFICATION (DSC)

Students enrolled in a 12 credit certificate program must apply to the DSC program upon completion of the certificate program. *Acceptance into the DSC program is contingent upon review of application* (not automatic acceptance from certificate to DSC)

In the future, to be admitted to the master’s program students must achieve a B+ or better in courses that lead to the MA/LD

**NOTE:** A student who wishes to transfer from DSC to MA/LD must complete an application to the program and is always reviewed by committee with recommendations required

**CHANGING COURSE OF STUDY/PROGRAM**

If a student decides to change programs within the Learning Disabilities Department after acceptance into a specific program, a new application must be completed. Prior coursework does not automatically count toward the new program. Grades in these LD courses do not factor into the GPA calculation for matriculation in the new program

Students who wish to complete an MA/LD degree after completing DSC, will be permitted to substitute MSRI for Methods and Materials in Reading and MSRII as electives. *MSRIII and MSRIIV will not be substituted for other coursework, if the student is also requesting a transfer of credits from outside FDU*

4.7 GRADES

A B+ or higher is required in Diagnosis and Corrections in order to enroll in EDUC 8623 and a B+ or better in EDUC 8623 is required to enroll in EDUC 8628. Students, who do not achieve this grade, will not be permitted to continue with coursework toward the LDTC certification.

4.8 PROBATION

Students will have their credits reviewed by their advisor in 9 credit intervals and may be placed on probation if their GPA is below 3.25
4.9 PROGRAM REQUIREMENTS

1. Course substitutions must be reviewed by committee and will be limited in scope.
2. Diagnosis of Learning Disabilities should be taken the semester prior to registration for Practicum in Diagnostic & Remedial Techniques I. Diagnosis must be taken within one year of Practicum, if deemed necessary by advisor. Diagnosis may not be repeated if a student fails to achieve a grade of B+ or higher.
3. If a student needs only one course to complete a Masters Degree, and that course is not being offered by FDU within a reasonable timeframe, refer the student to the program director.
4. In order for a student to complete the TSD certification and apply for the certificate through our certification officer, all coursework must be completed at FDU or approved by the department coordinator or director for acceptance into our program.
SECTION 5 EDUCATIONAL LEADERSHIP

5.1 PROGRAM DESCRIPTION

The Master of Arts (M.A.) in Educational Leadership requires a total of 36 credits. Students in the program will participate in a course of study through a sequence of courses and field experiences that will emphasize the following areas of need:

1. Development of human relations skills to optimize the Educational Leadership graduate student's ability to interact with teachers, colleagues, parents, students and other members of the school community
2. Knowledge of effective strategies that promote higher student achievement;
3. Development of skills and knowledge for creating a vision for effective schools and engaging the learning community stakeholders in the process of creating and implementing an educational vision
4. Assumption of the role of a leader in promoting systemic growth and utilizing all available resources
5. Development of management skills required to effectively utilize available resources
6. Engagement of the community and profession in the advocacy of public policy that promotes success for all students in the learning community

The program’s design and curriculum are based upon the demands and challenges facing schools in the 21st century. Student learning will rely heavily on small group interaction. During the second year of the program, students will be able to apply the educational theory learned in formal coursework through an intensive field experience.

Students who possess a master’s degree and who have at least three (3) years of successful educational experience under the appropriate certification may choose to enter one of two certification programs:

5.1.1 PRINCIPAL’S AND SUPERVISOR’S CERTIFICATION – (NO DEGREE)

This 30-credit program provides those candidates who do not wish to pursue a second master’s degree with a course of study that leads to the supervisor’s certification and,
upon successful completion of the School Leaders Licensure Assessment (SLLA), a principal’s certification.

5.1.2 SUPERVISOR'S CERTIFICATION – (NO DEGREE)

This 12-credit program provides the eligible candidate with a supervisor’s certification.

5.2 POLICIES, PROCEDURES, AND STANDARDS

All applicants must have all their credentials reviewed by a member of the School of Education faculty prior to acceptance into the Educational Leadership Program.

5.3 ADMISSION  To be considered for admission, a candidate must:

1. Submit a professional portfolio which includes evidence of:
   a. A standard teaching certificate
   b. Successful teaching
   c. A writing sample
2. Submit an undergraduate transcript indicating the student has maintained a cumulative GPA of 2.75. Students who have not maintained a 2.75 GPA in undergraduate work may be accepted provisionally. Those students will be matriculated if they maintain a 3.25 GPA through the first nine credits of the M.A. program.
3. Demonstrate technological literacy which allows for Web-enhanced instruction.
4. Submit two letters of recommendation (one from a supervisor) that addresses the following:
   a. Quality of teacher-applicant and evidence of commitment to the field of education
   b. Potential for leadership
5. Provide evidence of successful completion of a Praxis Test, Graduate Record Exam or Miller Analogy Test, or submission of a performance portfolio and evidence of successful teaching and scholarship

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NOTE: Continued matriculation is contingent upon maintaining a cumulative GPA of 3.00

5.4 GRADUATION STANDARDS

Graduation from the Educational Leadership Program requires a cumulative GPA of 3.00 or better. Should a determination have to be made regarding the academic standing of the student related to his/her continuation in the program. There are also legal implications should the student contest a decision related to his/her program status or continuation in the program

NOTE: The ACADEMIC REVIEW COMMITTEE REFERRAL FORM should be completed and sent to the Academic Review Committee for early notification and referral for academic review

5.5 PRE-REQUISITE OR CO-REQUISITE COURSES

All candidates who enroll in the Field-based Internship Program must have successfully completed*:

- EDUC 6701 Leadership in Learning Community & School (3 cr.)
- EDUC 6702 Curriculum and Instruction: Theory and Practice (3 cr.)
- EDUC 6703 Supervision of Instruction & Personnel Evaluation (3 cr.)
- EDUC 6704 Change: Curriculum Development and Program Improvement (3 cr.)

*NOTE: If another course has replaced one mentioned above or the name of a course has been changed, then it will become part of the requirements for enrolling in the Field-Based Internship Program
SECTION 6 MASTER OF ARTS IN EDUCATION FOR CERTIFIED TEACHERS

6.1 PROGRAM DESCRIPTION

The Master of Arts (M.A.) in Education for Certified Teachers is designed to address the knowledge and competencies required for teachers to meet the professional demands in today’s schools, including:

1. A command of the most current knowledge and educational research
2. Content knowledge and expertise in curriculum, instruction and assessment
3. Educational leadership skills to support collaborative efforts to improve schools and student learning and
4. Human relations skills to optimize their interactions with students, colleagues, parents, and other members of the school community

The degree allows certified teachers to pursue a specialization while attaining their master’s degree. This program is unique in that teachers will graduate with a certificate in their area of specialization and a supervisor’s license.

6.2 ADMISSION PROCESS

All candidates who meet the following general criteria will be accepted as pre-matriculated students in the M.A. in Education for Certified Teachers Program.

1. Application and interview
2. Transcripts, official and unofficial, from all undergraduate institutions showing an undergraduate grade point ratio of 2.75; if lower, provisional acceptance until 3.25 GPR is achieved in the first 9 credits
3. Standard Teacher License. (Exception: Provisional Teacher License for candidates currently enrolled in a New Jersey Provisional Training program)

6.3 MATRICULATION PROCESS
To matriculate into the M.A. in Education for Certified Teachers Program, the candidates must have met the admission requirements plus the following requirements:

1. Two letters of recommendation from individuals familiar with candidate’s recent performance, one must be from an immediate supervisor
2. A written statement that includes, but is not limited to, an education philosophy, a summary of relevant professional experiences and goals for personal and professional growth and development
3. Official transcripts from all undergraduate and graduate institutions; and
4. A cumulative grade point ratio of at least 3.25 in the first 9 credits of the M.A. program

6.4 CREDITS WAIVED/CREDITS TRANSFERRED FROM ALTERNATE ROUTE

A teacher who has gone to a state-designated site for Alternate Route training can apply into the Masters of Arts for Certified Teacher (MACT) Professional Studies program. The MACT will allow:

6 credits waived
4 credits transferred into the program.

The following conditions must be met:

The applicant must present: 1) proof that the alternate route training was completed; 2) samples of work from the alternate route training, which show equivalent competency of the specific course. Admission, equivalency, and number of credits accepted will be determined at the time of application by the Coordinator of the MACT program.

Below is a chart that shows how many credits for each session that an alternate route teacher would be able to earn at FDU, and its course equivalency.

<table>
<thead>
<tr>
<th>Alternate Route Session</th>
<th># of hours</th>
<th>Credits allowed at FDU</th>
<th>Course Equivalency</th>
</tr>
</thead>
<tbody>
<tr>
<td>24 hour 1&lt;sup&gt;st&lt;/sup&gt; session</td>
<td>24</td>
<td>1.5</td>
<td>Methods course</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>------</td>
<td>-----</td>
<td>----------------</td>
</tr>
<tr>
<td>Traditional Training</td>
<td>200</td>
<td>12</td>
<td>EDUC6835 Eff Tchg Eff Schools</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>EDUC6893 Evaluation &amp; Msmt</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>EDUC6669 Advanced Field Exp</td>
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<td>45</td>
<td>3</td>
<td>EDUC6818 Lang Dev &amp; Lit I</td>
</tr>
<tr>
<td>Math Education</td>
<td>45</td>
<td>3</td>
<td>EDUC6820 Prob-based Strat for Elementary Math</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>19.5</strong></td>
<td></td>
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</tr>
</tbody>
</table>

This procedure follows university policy that 26 credits of a master’s degree must be completed at FDU. This procedure will go into effect immediately for Fall 2009.
SECTION 7 MASTER OF ARTS IN TESL/TEFL*

(*Formerly MASTER OF ARTS IN MULTILINGUAL EDUCATION: Renamed effective September, 2012.)

7.1 PROGRAM DESCRIPTION

This 33 credit program is especially designed for prospective ESL/EFL teachers of who are not pursuing New Jersey K-12 ESL certification:

- English as a Second Language (Domestic: ESL)
- English as a Foreign Language (International: EFL)

The program provides an opportunity for exploration of:

- Several dimensions of language instruction and curriculum development
- The relation of language and culture
- Assessment and alternative assessment in 2nd language instruction
- Addressing ethnic diversity
- Second language instruction through content areas
- Uses of technology in language instruction

7.2 ADMISSION PROCESS

7.2.1 DOMESTIC STUDENTS* must submit:

1. A completed graduate application;
2. Evidence of a bachelor’s degree from an accredited college or university (foreign transcripts should be translated and evaluated if necessary as directed by International Admissions);
3. Passing results for the Oral Proficiency Interview (OPI) and Writing Proficiency Test (WPT);
4. Two letters of recommendation.
*NOTE: Domestic students are defined as U.S. citizens and legal residents of the U.S.A., i.e. those with a Green Card.

7.2.2 INTERNATIONAL STUDENTS must submit:

1. A completed International Student Application (and other forms as directed by International Admissions)
2. Evidence of a bachelor’s degree from an accredited college or university (foreign transcripts should be translated and evaluated if necessary as directed by International Admissions); Walk-in students may be directed to the World Education Services website: http://www.wes.org/application/
3. A TOEFL score of 550 or higher or the equivalent
4. Two letters of recommendation

7.3 REGULATIONS

International students are students who:

1. are not U.S. citizens
2. applied to FDU from abroad
3. were accepted and issued an I-20 by FDU
4. were issued a student visa (F-1) by the U.S. government to study at FDU
5. entered the U.S. on that F-1 visa
6. are enrolled as full time matriculated students in FDU programs

Students who enter the U.S. on a student visa to study at FDU MUST enroll at this university. FDU is responsible for reporting to the INS the status of all international students who entered on visas to study at this university. FDU may not accept students who entered and carry a student visa to study elsewhere. Students requesting this kind of transfer must consult International Admissions and International Student Services.
• Non-resident aliens on any other kind of visa (e.g. tourist, business, etc.) must go through the admission process and obtain a student visa in order to be matriculated in this program. There is a possibility of taking fewer than full-time credits as a non-matriculated student, but International Admissions and International Student Services must approve.

• Exceptions might be possible for wives of businessmen who carry a B-1 visa, but International Admissions and International Student Services must advise on that issue.

• International students with F-1 visas for other universities may not participate in this program without advisement from International Admissions and International Student Services.

• International students must be enrolled full time (9 or more credits) every semester except their final semester in the program. The advisor must complete a permission form allowing the student to carry less than a full time load for the last semester.

• International students may not take a leave of absence within the U.S.A. If they need time off, they must return home.

• International students may not be employed except on campus and only for limited hours while they are on an F-1 visa, but they may request Curricular Practical Training to work locally as part-time teachers. Advisors sign permission forms from International Student Services to allow this.

• Students may request permission to extend their stay in the U.S.A. at the completion of the program. A Post-Completion Practical Training recommendation letter is written by the advisor and International Student Services helps the student to process this request. The year of Practical training is renewable once for an additional year.

• Students seeking Curricular Practical Training and Post-completion Practical Training are responsible for finding their own positions. FDU does not place them. We only approve them.

• Advisement of International students frequently entails completion of documentation additional to what is normally kept in our departmental student...
files. Any documents completed and or signed by the advisor for the student should be copied and the copy kept in the student’s program file
Appendices
APPENDIX A: INCOMPLETE STATUS CONTRACT

Incomplete Policy-Incompletes (not a grade but a temporary status) can be given only in exceptional or emergency circumstances that will prevent the student from completing the required coursework on time. Students have the responsibility to complete all work in a course in the prescribed term. The student has the added responsibility to notify the course instructor of circumstances that will prevent the student from completing the required coursework on time. An incomplete can be conferred in exceptional situations at the discretion of, and after consultation with, the instructor. The students will have through the third week of the next full semester to complete the requirements for the course or the incomplete automatically will change to a failure. Incompletes requested for field experiences must be completed six weeks after the pre-service teaching experience.

The INCOMPLETE STATUS CONTRACT is to be used by the student initiating the request for an extension of time to complete the requirements of a course in a given semester or summer period. The instructor will be able to use the form to outline an action plan for course work completion by the student and the date when the work will be accepted for grading and processing.

To Be Completed by the Student (or the instructor if the student is unable to request in person).

Student Name______________________ _Student ID Number_________________________

Full Course Number________________Course Name________________________________

Semester:    Fall 201_    _Winter 201_    _Spring 201_    _Summer 201_

Reason for Incomplete:___________________________________________________________

___________________________________________________________________________

Date Student Completed Form_____________

To be completed by the Instructor

Instructor__________________________ Date of Form Completion________

Plan for Removal of Incomplete (specification of work to be completed)____________________

___________________________________________________________________________

Date by which work must be completed__________________________________________

Signatures: Student________________________Instructor__________________________
Guidelines for artifacts for portfolio for teaching certification

Teacher as leader should be the guide for your portfolio.

Your portfolio will contain artifacts addressing the NJPST. Please delete any student or parent identifying information from the artifacts you put into your portfolio.

Below is list of artifacts for inclusion in your portfolio. You MUST include those artifacts that have an asterisk (*) in your portfolio. Each standard must have two pieces of evidence (artifacts). Each artifact must have a reflection that: 1) explains why you selected this artifact as an example of best practices in the classroom; 2) discusses the reason why this artifact demonstrates that you are competent in this standard.

<table>
<thead>
<tr>
<th>Standards for Teachers</th>
<th>Artifacts</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1: LEARNER DEVELOPMENT. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.</td>
<td>Artifacts illustrating: differentiated instruction, developmentally appropriate lesson plans, scaffolding, work with struggling readers</td>
</tr>
<tr>
<td>#2: LEARNING DIFFERENCES. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.</td>
<td>ONE ARTIFACT ONLY chosen from: lessons that address diverse learners lessons that explain diversity to your class in broad or narrow terms and how to address it. artifacts that encourage K-12 students to have multiple perspectives lessons that have been modified in content, assessment, materials, environment for learning differences *Required *Reflection on awareness of student differences and how they are addressed in teaching and sample lesson plan that specifically indicates modifications for students with special needs (TEAC WAYPOINT- Multicultural) see attached rubric</td>
</tr>
<tr>
<td>#3: LEARNING ENVIRONMENTS. The teacher works with others to create environments that support individual and</td>
<td>ONE ARTIFACT ONLY chosen from Classroom management plan Rules for the class</td>
</tr>
</tbody>
</table>
collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

<table>
<thead>
<tr>
<th>#4: CONTENT KNOWLEDGE. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discipline procedures</td>
</tr>
<tr>
<td>Reward system</td>
</tr>
<tr>
<td>Student peer review process</td>
</tr>
<tr>
<td><em>Required</em> Reflection on how the candidate is a caring teacher and why. (TEAC Waypoint- Caring) see attached rubric</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>#5: APPLICATION OF CONTENT. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lessons that specifically promote critical thinking, problem solving, and authentic settings. They should be accompanied by your supervisor’s observations. This can include interdisciplinary problem-based unit plans based on local and global issues.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>#6: ASSESSMENT. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ONE ARTIFACT ONLY</td>
</tr>
<tr>
<td>Assessment and data collection (see below for further instructions)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>#7: PLANNING FOR INSTRUCTION. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Artifacts from EDUC classes that demonstrate planning such as lesson plans from courses or ones that you have used in student teaching.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>#8: INSTRUCTIONAL STRATEGIES. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Artifacts that demonstrate planning and student understanding. Students must apply knowledge in the lesson. Lessons should be accompanied by your supervisor’s observations.</td>
</tr>
<tr>
<td>Put in a table format all instructional strategies you used in teaching a lesson and why they were successful or not, with the strategies listed on the left and reflections on the strategy on the right. Such strategies might include collaborative learning, making connections,</td>
</tr>
</tbody>
</table>

For elementary education students – lessons that deal with one of the four content areas- L.A., math, science, social studies

For secondary ed students-one interdisciplinary lesson or lab lesson

For all students-
Lessons that stress reading and writing across the curriculum
**#9: PROFESSIONAL LEARNING AND ETHICAL PRACTICE.** The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

| **NIH certificate** |
| **Workshops or faculty meetings attended** |
| **Outside readings** |
| **Websites visited for instructional purposes** |
| *REQUIRED* Reflection on how the candidate perceives “teacher as leader” as related to one or more of the above |

**#10: LEADERSHIP AND COLLABORATION.** The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

| **Emails or communication process used with parents** |
| **Examples of home-school connection** |

**NJPS #8 Communication** Teachers shall use knowledge of effective verbal, nonverbal and written communication techniques and the tools of information literacy to foster the use of inquiry, collaboration and supportive interactions.

| **Letters or correspondence to parents, etc.** |
| **Communication and/or interviews with ESL teacher, resource room teacher, and/or special education teacher or supervisor.** |
| **Technology based communication and/or instruction.** |
| Examples of how written and oral communications are facilitated. |
| Technology based communication and/or instruction. Examples of how written and oral communications are facilitated |

**NJPS #11 Professional Responsibility** Teachers shall act in accordance with legal and ethical responsibilities and shall use integrity and fairness to promote the success of all students.

| **A description of a situation in which you (or your cooperating teacher) were required to handle a moral or ethical issue and how you (or your teacher) handled it.** |
| **A copy of the school’s policy manual or policy on bullying.** |
| **Documentation that you met with the principal or Director of Human Resources to discuss the school/district policy on appropriate conduct and professional responsibilities.** |
| *REQUIRED* Reflection on moral issues and ethics as related to the teaching profession |
Assessment Plan

2. Administer it.
3. Set levels of performance, for example: advanced, proficient, novice, emerging. Select novice as benchmark.
4. Do statistical analysis: Mean Median, SD, and Item Analysis using Excel.
5. Analyze the results. You may wish to consider
   a. Who is LD?
   b. Who is ELL?
   c. Item analysis
   d. Other
6. Write up a plan for differentiation of instruction on how the data will impact future instruction, assessment, and follow-up.
7. What do you need to do to see that all students will succeed?
What is TEAC?
The Teacher Education Accreditation Council (TEAC) is a nonprofit organization dedicated to improving academic degree programs for professional educators who will teach and lead in schools, pre-K through grade 12. The New Jersey Department of Education requires that every teacher education program at an institution of higher learning become accredited with a national level professional organization. The School of Education at Fairleigh Dickinson University has chosen TEAC for its national accrediting body. For more information on TEAC go to www.teac.org.

What is the Mission of the School of Education?
The mission of the School of Education is to foster a diverse community of effective, professional educators who are caring, competent, reflective, ethical leaders committed to advancing student learning and achievement, developing scholarship, and promoting democratic ideals in our global society.

What is the Conceptual Framework of the School of Education?
**The Teacher as Leader:** Teacher leadership is not about teachers becoming administrators or principals and thereby “leaving the classroom.” Rather, it is about teachers learning how to strengthen student performance within the classroom and to participate in locally shared leadership, as part of the daily life of the school. Teachers must be an essential part of the leadership within schools that are dedicated to promoting student achievement (School Leadership for the 21st Century Initiative, 2001).

What are the School of Education’s Claims?
*Candidates are:*
  - **Qualified** to teach subject matter knowledge.
  - **Competent** in pedagogical knowledge.
  - **Caring.**

What are the School of Education’s Cross-Cutting Themes?
• Multicultural Perspectives
• Technology Integration
• Learning to Learn

**How will TEAC affect the School of Education?**

TEAC approval will give Fairleigh Dickinson University national recognition from a highly-esteemed accrediting body. We have been offering high quality programs to you for over 30 years and will continue to do so. We oversee every aspect of your program to ensure that you are highly qualified. We prepare our graduates to be culturally responsive and technologically proficient. Our faculty and staff have always been committed to preparing the most effective teachers and educational leaders by promoting best practices in education that are grounded in educational research and theory. Our programs are closely aligned with state and national standards and our courses are performance-based. Through development of a portfolio, you are held responsible for addressing and demonstrating professional standards as well as providing evidence of your progress and learning. We are proud to say that FDU’s Peter Sammartino School of Education is committed to providing you with a quality education and we look forward to working with you in the future.

*Fairleigh Dickinson University’s School of Education prepares you to become a caring, competent and highly-qualified educator.*